



## 2019-2020 School Action Fund - Planning

**COMPETITIVE GRANT Application Due 5:00 p.m. CT, May 2, 2019**

NOGA ID

Authorizing legislation

**Elementary and Secondary Education Act of 1965 (ESEA), as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title I, Part A, Section 1003, School Improvement**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from

**July 1, 2019 to July 31, 2020**

☒ Pre-award costs are not permitted.

### Required Attachments

*No attachments are required to be submitted with this application.*

### Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

### Applicant Information

Organization **Edgewood ISD** CDN **015905** Vendor ID **1-74-60031-22** ESC **20** DUNS **010541092**

Address **5358 West Commerce** City **San Antonio** ZIP **78237** Phone **210-444-4500**

Primary Contact **Phillip Chavez** Email **phillip.chavez@eisd.net** Phone **210-444-8101**

Secondary Contact **Dr. Kendahl Owoh** Email **kendahl.owoh@eisd.net** Phone **210-444-8127**

### Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Dr. Eduardo Hernandez** Title **Superintendent**

Email **eduardo.hernandez@eisd.net** Phone **210-444-4520**

Signature  Date **05/08/2019**

Grant Writer Name **Dr. Kendahl Owoh** Signature  Date **05/08/2019**

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

RFA # **701-19-107** SAS # **438-20**

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Application stamp-in date and time

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**Shared Services Arrangements**

☒ SSAs are **not permitted** for this grant.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
There are 1677 referrals submitted annually in the areas of classroom misconduct and insubordination. See attachment A.	Explore a schoolwide social emotional learning program that improves student and teacher interactions and provides a variety of ways to measure student progress and give valuable feedback regarding the strength the programs, what changes need to be made to adapt to the needs of students, and which students are more likely to need support to graduate.
STAAR data revealed that 21% of students attained Meets grade level standard in all content areas. See attachment A.	Explore a program that addresses effective Tier 1 instruction and teacher training on instructional strategies that leads to effective goal setting, creation of instructional evaluation tools with rigorous analysis and follow through.
Gus Garcia Middle School (GGMS) is a feeder school to Memorial High School. GGMS currently has 37% of students participating in career course options. See attachment A.	Explore options to increase course offerings in college, career, and military readiness through recruitment and retention initiatives, providing teacher certification training, and certification reimbursements.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By June 2020, Gus Garcia Middle School will Identify a schoolwide model that will address climate and culture, teacher effectiveness, and college and career military readiness.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

1. By November 1, 2019 GGMS will gather and analyze baseline student discipline referral data to identify at least three social emotional learning programs that fits the needs of the students and the teachers.
2. By November 1, 2019 GGMS will train teacher leaders will be trained by campus instructional coaches in analyzing and designing a plan of implementation aligned with TEKS, formative assessments, and interim analysis for their content area.
3. By November 1, 2019, GGMS will have reviewed all needs for course sequence alignment, teacher certification needs, and partnerships to make an informed decision of implementation of additional course offerings in career and technical education.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

1. By January 1, 2020 GGMS will identify one social emotional learning program that fits the needs of the students and the teachers.
2. By January 1, 2020 GGMS will review baseline data from the beginning of the year formative assessments will be reviewed to document progress growth across all core areas.
3. By January 1, 2020 GGMS will select potential additional course offerings in career and technical education and identify any selected partners to assist with implementation.

**Third-Quarter Benchmark**

1. By April 1, 2020 GGMS will have a detailed 2020-2021 plan to implement and evaluate the selected the social emotional learning program that fits the needs of the students and the teachers.
2. By April 30, 2020 GGMS will document available STAAR results for all core areas to document progress growth towards SMART goal #2.
3. By April 1, 2020 GGMS will identify additional course offerings in career and technical education on the master schedule for SY 2020-2021.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The District will implement a comprehensive performance accountability and compliance monitoring system that is aligned with the District's performance standards to provide the District with the information necessary to make rigorous, evidence-based decisions regarding interventions. This monitoring system shall be based on and aligned with academic standards set forth in the goal of the grant. To the extent possible, the District shall minimize administrative and compliance burdens on campus and focus on holding campus accountable for outcomes rather than processes. The campus shall provide information and data to the District pursuant to state law and the District's reporting schedule using a state-approved student management system. The District shall require the campus to report its performance and shall hold the campus charter accountable for its performance. Annually, the District shall evaluate the campus against the academic standards established by the District. The District shall communicate evaluation results to the campus and leadership in a written report that summarizes compliance and performance, including areas of strength and improvement. The results of all evaluations shall be made accessible to the campus and leadership.

Performance measures outline the performance measures and targets over a five-year period. The areas assessed are academic performance, teacher-student interaction, organizational soundness and community confidence. Each performance measure will be measured at the beginning of the year, middle of the year and end of year. The school performance framework outlines the area and category of the performance indicators, the appropriate grade level and the approved measurement instruments. Gus Garcia will be measured by their PEIMS Student Data Report, Targeted Improvement Plan Problem Statement 3, and the School Performance Framework Indicators 2-3 and 12.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 School Action Fund - Planning Program Guidelines.

☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 School Action Fund - Planning Program Guidelines, and shall provide the Texas Education Agency and the matched school action technical assistance provider, upon request, any performance data necessary to assess the success of the program.

☒ The applicant provides assurance that it will contract and work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.

☒ The applicant will budget at least 25% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200.

☒ The applicant assures that contracts with matched school action technical assistance provider will be negotiated and signed by October 1, 2019.

☒ The applicant assures that a project manager will be identified. Please note: this position may be funded by other fund sources.

☒ The LEAs pursuing a partner-managed model assure that a financial spending analysis will be performed in accordance with TEA requirements.

☒ The applicant assures that all fidelity of implementation revisions will be complete on or before October 15, 2019.

☒ The applicant assures access will be provided for onsite visits to the LEA and campus by TEA and its contractors.

☒ The applicant assures attendance and participation in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.

☒ The applicant assures that an implementation plan, using a TEA approved format, will be developed with the school transformation partner by June 1, 2020.

☒ The applicant assures partners operating campuses under the partner-managed option must commit to Lone Star Governance participation.

☒ The applicant assures Pre-K "New Schools" will designate a feeder comprehensive campus by May 1, 2020.

☐ **For LEAs pursuing the Create a new school action model:** The applicant assures that enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted school.

☐ **For LEAs pursuing the Partner-managed model:** The applicant assures commitment to the Adoption of Model Authorizing policy and participation in the Texas Authorizer Leadership Academy.



**Statutory Requirement**

Please refer to the Program Guidelines page 9 and address the six questions below:

1)

As articulated in the school's Comprehensive Needs Assessment and Campus Improvement Plan, Gus Garcia Middle School leadership is galvanized by instruction and results-oriented collective action and accountability around improving student achievement and transparent decision-making with the active inclusion of teachers and student buy-in and feedback. Utilizing data from the campus and shared leadership and collective responsibility throughout the school, the development a school improvement plan with the implementation of a school model partner will be beneficial to the whole school and student improvement.

2)

2) Describe how the LEA will monitor schools receiving Title I – Part A funds, including how the LEA will:

a)

The District will implement a monitoring plan for timely access to information regarding student and school performance via plan4learning and other assessment tools and technologies. Monitoring will also include progress tracking of student systems to ensure the holistic development of the student with embedded supports at the classroom, school and district levels. The District will frequently monitor the progress of the grant against key performance indicators and predetermined benchmarks.

b)

As a recipient of Title I funds, the District and the campus leadership committees will support the school's turnaround activities and execute effective interventions efficiently, when necessary, to ensure cooperation and progress of the grant with actionable and timely data monitoring.

3)

Prior to selection, an evaluation score card will created by the leadership in order to assure the rigorous recruitment, screening, selection and evaluation of a school model partner. The selected partner will have a proven school model to support the identified areas of need. This academic and social emotional continuum of care approach to ensuring student success will enable both the campus and the district to commit to targeted and fruitful partnerships.

**Statutory Requirement (Cont'd)**

4)

The District will align other Federal, State and local public and private resources to carry out the grant activities in a sustainable manner by repurposing current ongoing funding sources to support and scale identified needs. This includes ensuring that school improvement and student achievement funding streams are included to promote the use of one-time funding to build long-term capacity and infrastructure, and leveraging, where feasible.

5)

The campus will have the autonomy to modify, as appropriate, operational practices and policies to ensure full and effective implementation and buy-in of the grant goals. The district will support the campus to ensure all program fiscal guidelines are followed.

6)

After thorough evaluation of the feedback collected from teachers and leaders, the school determined that the exploratory model was most complementary to the plan of action that will be developed by the campus. Committing to a year of planning prior to implementation will reify a shared commitment on part of the entire school community towards a sustained effort to improve student achievement.

**TEA Program Requirements**

**TEA Program Requirement 1:** Please identify one of the following eligible school action models. Once selected, please indicate whether the school action model will be district or partner managed. **\*Note:** The district or partner managed option should only be selected if the LEA chooses from one of the following school action models: "Restart a struggling school" or "Create a new school". Additionally, the LEA may only select the partner-managed option for the "Replicate a successful school model".

**Select one school action model below:****Select how model will be managed:**

- ☐ Restart a struggling school
- ☐ Create a new school
- ☐ Replicate a successful school (must select Partner-managed option)
- ☐ Reassign students from a struggling school (type of model management does not apply)
- ☒ Exploratory planning (type of model management does not apply)

☒ District-managed

☐ Partner-managed

**TEA Program Requirement 2:** Please describe the following:

a) Please describe the evaluation process and criteria utilized for selecting the school action model.

The evaluation process and criteria used to select a school action will ensure the model is appropriate to establish a mindful and effective school culture and climate. Substantiation that research-based strategies and practices are inherent in the model. Guarantee the model follows best practices and adheres to the proper policies and protocols that allows for operational flexibility to enable a full and effective implementation of the plan. The school action model will integrate one or more evidence-based strategies during the exploratory phase to test each preliminary strategy and will ensure a seamless project management plan is established for the implementation of school action model. The grant model will align to and accelerate the Board/Superintendent Goals currently aligned to our Lone Star Governance Student Outcome Goals and the levers of the System of Great Schools. The Office of Transformation and Innovation will oversee the grant implementation and in collaboration with the grant coordinator and the campus principal.

**TEA Program Requirements**

b) Please describe the district vision for improving the campus(es) or engaging in a thoughtful planning process to implement a school action.

An EISD vision is to establish innovative schools to improve student learning, increase the choice of learning opportunities within the district, and encourage different and innovative learning methods. The goal is to design environments that engage, transform and inspire generations of learners to become the leaders of tomorrow. The district strives to preserve its rich cultural history while looking towards the future to achieve our mission to offer an exceptional learning experience that engage, empower, and prepare students to compete and reach their highest potential in an ever-changing World. The Edgewood ISD Innovation Zones allows the district to focus on launching innovative schools that will transform our district. The 5-year innovation plan requires strong leadership, financial flexibility, and quality professional development support in the areas of new school development, school replication, leadership development, and community resource development.

c) Please describe how the grant aligns to and accelerates the district's broader strategy and theory of action.

The grant aligns to the Edgewood ISD Board/Superintendent Goals combines the student outcome goals listed in the Lone Star Governance (LSG) Policy AE (LOCAL) and is moving swiftly towards the theory of action outlined in the System of Great Schools (SGS). Goal 1 is Focus on Student Success. The SGS Lever 1, Manage School Performance aligns to the LSG Goals. LSG goal 1 is the percent of students in grades K-3 reading on or above grade level will increase from 54% to 64% by June 2022 (baseline measure May 2017). LSG goal 2 is the percent of students in grades 3 to Algebra 1 meeting standard on STAAR mathematics will increase from 66% to 76% by June 2023 (baseline measure - 2018 STAAR Mathematics). LSG goal 3 is the College, Career and Military Readiness Scaled Score will increase from 61 to 82 by June 2023 (baseline measure Class of 2017 reported in 2018). The SGS Levers, 1, Manage School Performance, 2, Expand Great Options, and 3, Increase Access to Options Another is supported by the Board/Superintendent goal to provide the board with a comprehensive plan to develop and implement choice and innovative schools that follow a performance framework. The Edgewood ISD seeks to achieve the Board/Superintendent Goals by providing choice schools, more specifically, a school where educators can more meaningfully and more deeply engage students intellectually by tapping into their specific interests, aspirations, preferred learning styles, personal circumstances, and values. The theory of action of this model is clear: Offer high quality seats by granting autonomy to schools, empower parents to make choices, create a performance framework to annually evaluate campus performance, and make strategic decisions regarding growing access to high performing schools and addressing low performing schools. Greater autonomy will spark creativity in educators to develop innovative teaching strategies to improve instructional delivery and increase rigor.

d) Please identify the district staff member to coordinate the planning grant and the qualifications of the identified staff member.

The Transformation and Innovation Office led by the Chief Transformation and Innovation Officer will coordinate the planning grant. The Chief Transformation and Innovation Officer is a certified administrator with a combined eighteen years of campus and district level administrative experience.



**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

**PNP Equitable Services**

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

Are any private nonprofit schools participating in the grant?

☐ Yes ☒ No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

**5A: Assurances**

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**5B: Equitable Services Calculation**

1. LEA's student enrollment	
2. Enrollment of all participating private schools	
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	
4. Total current-year grant allocation	
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)**

**BUDGET**

Extra Duty Pay	25,000
Substitute Pay	20,168

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Contracted services	40,000
Training	40,000
Technical Assistance Provider (25%)	75,000

**SUPPLIES AND MATERIALS (6300)**

Software/Licenses/Books, Resources/Miscellaneous	53,000
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**OTHER OPERATING COSTS (6400)**

Travel	35,000

**CAPITAL OUTLAY (6600)**


Total Direct Costs 288,168

Indirect Costs 11,832

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 300,000